



CAVENDISH
EDUCATION

Trinity School and College



Curriculum Policy

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 28: the right to a good quality education at the highest level you can; Article 29: your education should help you to use and develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people; Article 17: you have the right to get information that is important to your well-being.

With appropriate teaching and a caring environment, Trinity helps learners take responsibility for their education, develop essential skills and acquire confidence to learn on a pathway to success.

The curriculum is designed well to provide a range of experience and meet the specific needs of students. As a result, students enjoy their learning at school.

[Ofsted 2017]

This policy work in conjunction with the following policies and procedures:

- Admissions Policy
- AfL (Marking) Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Communication Policy
- Curriculum for Life Policy
- Drugs and Substance Misuse Education Policy

- Employability, Career Guidance and Work Experience Policy
- Equality and Diversity Policy
- Examination Policies
- Health and Safety Policy
- Inclusion Policy
- Homework Policy (Home assignments)
- Learning outside the Classroom Policy
- Online Safety Policy
- Safeguarding Policy and Procedure
- SEN Policy and Code of Practice
- Relationship and Sex Education Policy

This policy works in conjunction with based planning and preparation documents:

- Schemes of Work and Frameworks
- Planning Documents
- Trinity Development Plan
- Trinity Website
- Personalised Learning Target Sheets
- Educational, Health and Care Plan Personal Outcomes
- Personalised Learning Programmes (Timetables)
- Development and Focus Diary
- Information Book
- Internal Quality Assurance : Progress Pathways, Result Reports

Access Statement

Trinity promotes a fully inclusive educational provision. Learners enter Trinity from a wide range of settings including: maintained primary and secondary schools as well as maintained special schools and colleges or even independent schools and colleges.

Individual strengths and needs in terms of ability, special educational needs and personality are recognised and access to learning is facilitated by use of individualised programmes supported by Teachers, Speech and Language Therapists, Occupational Therapists, Emotional Wellbeing Advocate, Specialist Teaching Assistants, Curriculum Leaders, Key Workers and Learning Mentors and a range of support staff as appropriate.

Trinity's Curriculum Policy encompasses the 'Every Child Matters' agenda and 'The Children's Plan'; providing a curriculum that meets individual needs, that gives scope for students to enjoy and achieve in their learning experience, to ensure the curriculum offers them opportunities, to ensure economic well-being and to make a positive contribution to society.

At Trinity the curriculum is designed to enable students to acquire essential skills and knowledge in order to give them 'Confidence to Learn', (school's motto); a 'Pathway to Success', (college) and providing a 'Gateway to opportunities' in adulthood (gateway).

Trinity aims to

- Prepare learners by giving them the confidence to learn for life.
- Provide access to a pathway to success
- Provide a gateway to opportunity.

The curriculum at Trinity is based on 3 principle intent aims

Aim 1 Confidence to Learn: *The curriculum aims to provide opportunities for all students to learn and to achieve.*

Trinity provides an innovative and engaging curriculum

- which is enjoyed by learners, supports a confidence for learning and stimulates the best possible progress for learners;
- build on students' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively;
- that equips learners with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally;
- that contributes to the development of learners' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives;
- encourages learners to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas;
- providing rich and varied contexts for learners to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable students to think creatively and critically, to solve problems and to make a difference for the better;
- which provides learners with the opportunity to become creative, innovative, enterprising and capable of leadership through a range of cross dimensional and vocational learning opportunities to equip them for their future lives as fully participating citizens;
- develops learners' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe;

Aim 2 Pathway to Success: *The curriculum aims to promote students' creativity and imagination through an innovative, responsive and adaptable curriculum which ensures inclusion and achievement for all.*

Trinity provides an innovative and engaging curriculum

- which prompts the value of creativity in enabling children to achieve high standards;
- develops independent thought together with adaptability and the development of key and wider key skills for life, enabling learners to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity through Art;
- that motivates and promotes inclusion for all;
- which develops learners' knowledge, understanding and appreciation of the influence of art in their own lives;
- which promotes equal opportunities and enable students to value their own achievements and the achievement of others, as well as supporting more independent thoughts;
- that inspires creativity with wall displays which promote creativity as a valuable contributor to the educational provision;

- promoting students' self-esteem and emotional wellbeing through an innovative and dynamic partnership with the pastoral and academic provision within Trinity;
- which develops learners' ability to relate to others and work together on whole Art and Design projects including dance, drama and music;
- preparing learners for taking risks in progressing their learning and development with a safe learning environment;
- promotes an educational accreditation processes which meets the needs, abilities (socially and academically) of learners;
- provides therapies, emotional wellbeing and access arrangements to provide equity in assessment.

Aim 3 Gateway to Opportunities: *The curriculum aims to promote students' personal, health, spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of adulthood and employment.*

Trinity provides an innovative and engaging curriculum

- which promotes learners' personal, health, spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong;
- encourages the development of learners' knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies;
- passes on enduring values, develop learners' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society;
- that promotes equal opportunities and enable students to challenge discrimination and stereotyping;
- which develops learners' awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level;
- that equips learners as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights;
- promoting learners' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, college, work and in the community;
- that develops wider key skills for life;
- enabling learners to develop positive attitudes towards opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- preparing learners for the next steps in their education, training and employment and equip them to make informed choices at Trinity and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside Trinity, including leisure, community engagement and employment.

Curriculum at Trinity

The core subjects include English, Mathematics, ICT, Science, Employability and Curriculum for Life.

KEY STAGE	1 – 2	3	4	5	5
YEAR GROUPS	1 – 6	7 – 9	9 – 11	12 - 14	14+
AGE	5 – 11	11 – 14	14 – 16	16 – 19	19 - 25
<u>SUBJECT</u>					
English Language	☐	☐	☐	☐	☐
English Literature	☐	☐	☐	☐	☐
Functional English		☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Functional Mathematics		☐	☐	☐	☐
ICT	☐	☐	☐*	☐*	☐*
Functional ICT	☐	☐	☐	☐	☐
Curriculum for Life (RE, Citizenship, PSHE, Personal and Social Development, Character Education)	☐**	☐**	☐**	☐**	☐**
Personal and Social Education	☐	☐	☐	☐	☐
Citizenship (Whole Trinity projects)	☐	☐	☐	☐	☐
Religious Education	☐	☐	☐		
Cross Dimensional Learning Projects	☐	☐	☐	☐	☐
Social Use of Language Programme	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐*	☐*

☐* Choice Subject

☐** ASDAN and Unit Awards via Trinity Certification

Further Curriculum

KEY STAGE	1 – 2	3	4	5	5
YEAR GROUPS	1 – 6	7 – 9	9 – 11	12 - 14	14+
AGE	5 – 11	11 – 14	14 – 16	16 – 19	19 - 25
<u>SUBJECT</u>					
Accounting				☐*☐**	☐*☐**
Art and Design (Arts Award)	☐	☐	☐*	☐*	☐*
Art and Craft (Certificate)	☐	☐	☐*	☐*	☐*
Business and Administration			☐*	☐*	☐*
Beauty			☐*☐**	☐*☐**	☐*
Catering and Hospitality			☐*	☐*	☐*
Child Development			☐*	☐*	☐*
Computer Studies : Coding				☐*☐**	☐*☐**
Construction			☐*	☐*	☐*

KEY STAGE	1 – 2	3	4	5	5
YEAR GROUPS	1 – 6	7 – 9	9 – 11	12 - 14	14+
AGE	5 – 11	11 – 14	14 – 16	16 – 19	19 - 25
SUBJECT					
Drama	☐	☐	☐*	☐*	☐*
Duke of Edinburgh				☐*	☐*
Enterprise – Preparation for Working Life			☐*☐**	☐*☐**	☐*☐**
Employability			☐	☐	☐
Engineering			☐*☐**	☐*☐**	☐*☐**
Geography	☐	☐	☐*☐**	☐*☐**	☐*☐**
Hair			☐*	☐*	☐*
Health and Social Care			☐*	☐*	☐*
Healthy Living (Food Wise)	☐	☐	☐*	☐*	☐*
History	☐	☐	☐*☐**	☐*☐**	☐*☐**
Horticulture (Gardening)	☐	☐	☐*☐**	☐*☐**	☐*☐**
Land Based Studies			☐*	☐*	☐*
Life and Social Skills	☐**	☐**	☐**	☐**	☐**
Mechanics				☐*☐**	☐*☐**
Media Studies				☐*	☐*
Modern Foreign Language	☐	☐	☐*	☐*	☐*
Music	☐	☐	☐*☐**	☐*☐**	☐*☐**
Occupational Studies			☐*	☐*	☐*
Personal Effectiveness (Study skills)			☐**	☐**	☐**
Physical Education	☐**	☐**	☐**	☐*☐**	☐*☐**
Psychology				☐*	☐*
Travel Training			☐**	☐**	☐**
Squirrels Academy : Pony Studies			☐*☐**	☐*☐**	☐*☐**
Support for Teaching and Learning				☐*	☐*
Technology : Design/Food	☐**	☐**	☐*	☐*	☐*
Textiles/Crafts	☐	☐	☐*	☐*	☐*
Vocational Learning (Work Experience)			☐**	☐**	☐**
Wider Key Skills			☐	☐	☐
Uniformed Services Qualification				☐*☐**	☐*☐**

☐* Choice Subject

☐** ASDAN and AQA Unit Awards via Trinity Certification

Implementation of a Balanced Curriculum

Trinity uses four-way intervention to attain a balance to its curriculum.

Academic Attainment: using the guidelines of the National Curriculum in Key Stages 1, 2 and 3 to prepare for examination courses in KS4 and 5, including Entry Level Certificates, Functional Skills Level 1 and 2, GCSEs, the programme also incorporates a wider curriculum, linking it to the other two areas of study. As with all aspects of the education at Trinity, there is a flexible approach to enabling students to find the most relevant examination pathway for them. At Key Stage 4 and 5 the curriculum is extended to offer vocational learning, functional learning and a curriculum which prepares the learner for academic, social and further employment success.

The curriculum is designed well to provide a range of experience and meet the specific needs of students. As a result, students enjoy their learning at school. [Ofsted 2017]

Creativity and Imagination: through designated Art and Design, Design Technology, Textile Design, Drama, Dance and Music through the Curriculum for Life and Arts Award programme and Physical Education. The creative curriculum enables cross dimensional learning opportunities, such as whole Art Projects, Partnership working to provide Media, Dance, Singing, Music and Creative Writing. The embedding of creativity with the curriculum has supported a more dynamic and enabling curriculum, bringing learning to life. The cross curricular links support the transition of skills for life.

The curriculum is designed to meet students' individual needs. [Ofsted 2017]

Language and Communication: form the core of the programmes used to support students, led by the Speech, Language & Communication therapist. These are delivered by staff as part of the whole-Trinity approach to learning, both in the education environment and during Learning outside the Classroom (LOtC) as part of the broader educational experience.

The curriculum is supplemented with appropriate therapies including speech, language, communication and occupational therapy. Additional small-group or one-to-one support with specialist teachers increases students' rates of progress. [Ofsted 2017]

Personal and Social Development including Character Education (see curriculum for life policy): in conjunction with the other two areas, these are vital to the rounded development of the individual. Life skills and independent living are taught, including cooking, economic well-being and independent travel. Trinity has a dynamic and comprehensive programme covering Personal, Health, Spiritual, Moral, Social and Cultural Education. Community Studies and Citizenship are covered in KS4 and 5 to prepare young learners for further education, training and employment.

Students' personal development and welfare are outstanding. The school provides exceptionally well for the individual needs of students. All staff care deeply for students' welfare. [Ofsted 2017]

An Integrated Approach

An integrated, whole-provision approach to learning ensures that speech, language and communication intervention, literacy and numeracy support, and motor-coordination input are part of the day-to-day curriculum.

Such an approach is seen to be more effective, as key skills are taught and practiced where they are needed most, making them relevant to everyday situations.

The school provides rich opportunities for extra-curricular trips and visits, including foreign travel. Students engage well with these opportunities. For example, students enjoy attending an 'emotional-well-being' club, sharing lunch together while sharing views and experiences. [Ofsted 2017]

Teaching Methodology

The quality of teaching is good and enables students to make good progress in their academic learning and personal development. In most lessons teachers and their assistants have high expectations of what students can achieve. They use effective methods to help students overcome their particular difficulties in learning, so they can make the most of their abilities, especially in literacy and numeracy. [Ofsted 2017]

- Small groups of around 10 students with 1 Teacher, 1 Teaching Assistant, additional TA's, PA's, Youth Workers or Learning Mentors according to level of need within the class. Some classes are as small as 7 learners
- Emphasis on core subjects, literacy, numeracy, ICT and Curriculum for Life (Science at KS1 – 4).
- Key Stage Frameworks (schemes of work) for Specifications provide planning structure.
- Assessment for Learning Policy
- Progress tracked and analysed termly
- Internal Quality Assurance processes are well embedded and reported as good practice.
- Collaborative working with Speech, Language and Communication, Occupational therapy and Emotional Wellbeing team.

Approaches to Teaching

Careful attention is paid to students' Education Health and Care Plans, and teaching ensures that requirements are fulfilled. All students have valuable individual education plans with targets to help them develop their learning which are derived from assessments of students' ability and progress. [Ofsted] Staff at all levels work together effectively to support students' special educational needs and/or disabilities. Students make good progress overall against their individual education plan (IEP) targets. [Ofsted 2017]

The key focus is on a person centred provision whilst considering a structured and appropriately challenging learning experience for each learner.

All educational staff are supported by Speech, Language and Communication Therapists and Occupational Therapists in developing the most appropriate methods to support the individual needs for each learner across the Trinity. Currently there is

a programme to train all staff on the ELKLAN Speech and Language Training at Levels 2 and 3.

Learning Outside the Classroom (LOtC) opportunities enrich the classroom based curriculum. Activity days promote the Trinity Curriculum for Life programmes and provide opportunities for MFL and Community Studies, whilst also promoting the sense of community within Trinity. Residential and Day Trips in the UK and abroad provide learning experiences for MFL, Life Skills, Travel training and Personal and Social Education. LOtC is an essential part of the learning process for all learners, and all curriculum planning should look for opportunities to include a range of different LOtC experiences at all levels and across all subject areas. LOtC must be fully inclusive, frequent, continuous and progressive, with specified learning outcomes. Learners should be involved in planning and follow up work in lessons. Links should be made between different curriculum areas to achieve cross-curriculum learning outcomes.

Trinity has adopted the ASDAN programmes of study which incorporates communication, numeracy and the use of ICT, with wider key skills of research, discussion, presentation, improving own learning and performance, working with others and problem solving. Within every Key Stage, students are able to work towards improving their cognitive and academic abilities which are recognised within the programme as well as through pre entry and entry level unit awards.

Communication

The use of Social Stories, which are individualised to meet the needs of children, with clear simple words and visual aids, which provide step by step instructions promote our ability to support comprehension within communication. This is supported by the SLCT and Emotional Wellbeing team; the Deputy Headteacher (school) and the Senior SEN Specialist Class Teacher for Primary Phase have attended courses on processing instructions and information with Language for Learning (trained the use of Social Stories and supporting students with communication difficulties).

The use of comic strip conversations as also used to which assist children with autism to develop greater social and emotional understanding.

The SPELL framework recognises the unique needs of each ASC, Aspergers or Dyspraxia young learner and emphasises that all planning and interventions should be organised with these needs in mind.

The Social Use of Language Programme (SULP) is led by the Trinity Speech, Language and Communication Therapists and the Assistants. SULP is a cohesive framework within which to enhance personal, emotional and social development from a communication and thinking skills perspective. This independently researched programme has been proven to be effective with children and young people with a range of special needs including autism, specific language difficulties, learning difficulties, sensory impairments and emotional/behavioural difficulties.

SULP is recommended by the Department of Education (DfE) and was commented on favourably in the Ofsted Report 2013 and June 2017.

Trinity, through the ASDAN programme, provides opportunities and scenarios to develop language and social communication into real life situations. This is evidenced in the following modules of work

- Communication
- Use of leisure time
- Personal management
- Use of number in the community
- The environment
- Personal health and survival
- Science and technology in our World
- Expressive arts
- Beliefs and Values

Trinity provides overseas trips, extracurricular activities and learning in the community opportunities in order to practice learnt skills in the use of language and social communication.

Physical, Sensory and Medical

Trinity addresses significant motor control difficulty in order for it to not have a negative effect on education, development and self-esteem. Trinity provides a range of appropriate and effective strategies to support sensory processing difficulties so that our students do not experience a barrier to their progression, engagement, anxiety and self-esteem.

Trinity has a qualified Occupational Therapist and an assistant as part of the team. The programmes developed for all learners are personalised and address the needs of the individual. The Physical Integration Programme led by the Therapist is integrated throughout. Trinity will complete an initial assessment during Taster Days or on entry.

Trinity has an ongoing investment in communication and ICT increasing the access to computers. Any student with the need for a PC identified on his or her Educational, Health and Care Plan, is provided with a personal laptop.

Social and Emotional

Within Trinity, there is a House System which involves both staff and students. Learners are identified by teachers, teaching assistants and other Trinity staff, and promote learners for Headteacher commendation awards. These are valued by learners as they contribute to the House System and to the Awards Ceremony at the end of the Academic year.

The House System, promotes the 'family atmosphere' and the range of reward and recognition systems within Trinity have impacted positively on the raising of self-esteem and confidence for all attending young people. The work undertaken by the educational community as a whole, together with close communication with parents, have enabled Trinity to engage young people who have found themselves unable to attend school previously, take risks with their learning and engage in greater level of community activities including assemblies, drama productions, media projects, radio interviews etc. The emotional wellbeing provision within the school and college also

provides in-house Mentoring, Coaching and Counselling. Trinity has a developing peer mentoring and tutoring programme for 2016/17, as young people work towards the achievement of the ASDAN peer mentoring award.

Trinity engages with the community to fund raise for Charities and to provide networking support for parents and carers. These events support the development of social interaction skills. This work is recognised through the ASDAN programme.

Self-Help and Independence

A nurturing provision is focused on Key Stage 1, 2 and 3. Year 9 is the Transitional Year for Key Stage 3 with young learners required to take greater responsibility for their timetables and having access to a more secondary educational style provision, with specialist teachers for English, Mathematics, ICT, Science and Choice subjects. All students within Key Stage 1, 2, 3 and 4 follow the Curriculum for Life programme (covering Life Skills, Wider Key Skills, Religious Education, Citizenship, Personal, Social and Health Education) which was identified as outstanding by Ofsted in June 2017 and previously in November 2013. In Year 11 students are expected to prepare for college and complete the Careers Short Course, Roadwise and Personal and Social Education course. As students move on to the college provision, further emphasis is placed upon developing students' independence.

This provision encourages the development of age appropriate self-help, independence and organisational skills from a base of nurtured support. All young people progress at their own pace, however the structure of the transition from one Key Stage to the next provides opportunities to set clear expectations and support to enable the development of skills for life.

How does Trinity identify / monitor anxiety in children who mask their anxiety?

Trinity are aware that learners often display high levels of anxiety and concern at home, whilst masking this in Trinity. This is a common situation with young people identified on the autistic spectrum. The anxiety is often linked to the young person's perception of his/her inability to engage with the community and learning which is presented at school/college. S/He therefore withdraws and seems compliant and then at home releases this tension.

Trinity is able to ensure that the community is one in which learners will feel a full participant with 'like' young learners.

Trinity provides

- Structure where the environment is predictable, accessible and the community is understood and everyone within it, is known.
- Measured and appropriately challenging educational targets for achievement which are monitored and regulated according to need.
- Positive approaches and expectations to support the development of self-confidence and self-esteem building on the natural strengths, interests and abilities of the young learner.
- Empathy and understanding which underpins the approach to communication and reducing anxiety for the young learner and for the parents/carers.

- A calm and ordered environment which reduces anxiety and supports engagement, focus and concentration.
- A close working relationship between the Speech, Language and Communication Therapy and the Occupational Therapy, Pastoral Care, Emotional Wellbeing Team and team (Learning Mentors and Youth Workers) promotes a sustained and consistent approach to supporting the learner.

Establishing Autism Friendly Classrooms

- Balanced differentiated curriculum
- Flexible teaching arrangements
- Topics changed frequently to support skills in dealing with change
- Autism specific teaching using written step by step instructions with colour coding
- Visual timetable
- Calling by name
- Only essential visual aids at front of class
- Windows frosted to allow in light but minimise distractions
- Frequent breaks
- Sensory fiddlers
- Move and sit cushions
- Back cushions for comfort
- OT checks for seating heights of chairs and tables
- Calm environment
- Sensory arousal exercises
- Clever fingers programme for fine motor skills
- Individual pastoral care plans (e.g. personal management issues)
- Pencil grips
- Help with communication skills through a variety of teaching and therapy approaches
- Contact books for daily communication with parents
- Time out for calming down
- Mentoring
- Desks facing front of classroom
- Students own learning styles considered in planning
- Concrete apparatus
- Instant feedback with marking
- Scribes when needed
- Routine
- Personalised learning programmes
- Desk alphabet, name and numberline to promote independence
- Understood and discussed personal targets

Impact

Promoting Independence

The curriculum addresses the learning needs of post-16 students and supports some development of their independent living skills as well as their communication, literacy and numeracy skills.

Students take part in a good range of physical education activities which are available through a partnership with a specialist provider. Students enjoy activities such as tennis, swimming and the using the trampoline and these activities have a good impact on improving their health and fitness.

Regular outings, such as to museums and local places of interest, extend students' knowledge of their locality and of aspects of the wider world. [Ofsted]

Sixth-form students receive good preparation for their future as a result of an individually tailored programme of study and support. [Ofsted 2017]

Approaches to Learning

With careful, well-prepared support from teachers and assistants, students take part actively in lessons and enjoy learning. They take pride in their work, much of which is attractively displayed in classrooms and around the school. [Ofsted 2013]

Trinity develops students' learning through:

- A structured, cumulative and multi-sensory approach to learning
- Providing students the opportunity to learn through their individual learning style, whether auditory, visual or kinaesthetic
- Accessing areas of strength in each individual student and providing help and support in areas of weakness
- Developing motivation in students who may lack enthusiasm.
- Dynamic, interesting and relevant learning opportunities which are appropriate to the students' age and level of comprehension.
- Organised and structured learning, for example a predictable, visual timetable, with preparation for change, that supports student learning
- Encourage and develop confidence to tackle new learning
- Overcoming barriers to learning enabling students to become more independent learners.
- Enrichment learning opportunities through the School Council, Bullying Intervention Focus Group, Art and Design Group, Out of School, Community Partnership Projects, ASDAN Scheme of Work, Community Studies, Duke of Edinburgh awards, Work Experience within the school and the community, Homework and School based clubs, Games, House system and reward scheme, Educational trips and residential.
- Involving students in own learning; reviewing own targets and learning during lessons.
- Cross dimensional learning opportunities
- Celebrating success; merits, certificates, awards, six weekly celebration assembly.

Students are encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Building of self-esteem and confidence
- Development of positive 'I can' attitudes
- Cooperative working situations
- The provision of suitable opportunities
- Encouraging responsibility and responsible attitudes

Making the curriculum fully accessible

Professionals from occupational, speech and language therapy services provide expert, helpful interventions for students as well as valuable advice to teachers and assistants.

Students use information and communication technology effectively to extend their learning, especially in literacy and numeracy. [Ofsted]

- Specialist support from SLCT and Occupational Therapy
- ICT specialist teaching and support for Curriculum delivery
- Emotional Wellbeing support
- Personalised Learning Programmes and Plans
- Differentiated learning
- Curriculum which covers all learning styles
- Adaptations for students unable to write effectively; for example pen grips
- Whole school learning environment
- Use of signing and symbols (visual timetables)
- Intensive interaction
- Intervention and Support Programmes
- Specialist programmes for ICT on laptops
- Peer and self-assessment improving own learning and performance
- Repetition and reinforcement of new concepts or previously learnt skills
- Multi-sensory techniques are used to promote learning
- Fully inclusive learning environment
- Development of self-esteem and confidence to learn
- Appropriate levels of challenge to engage and progress identified through personalised learning programmes

The Learning Environment

Learning from Key Stage 1 to 4 is organised in a way that is appropriate to age, maturity, ability and aptitude. Post 16 learners are taught within the College and Gateway, dependent on the progressive pathways they are on.

Students have the opportunity to learn:

- Individually, in groups and as a class
- Making appropriate decisions
- Cooperatively developing working with others skills
- Solving real-life problems
- Developing ideas and creative skills
- Developing social and communication skills
- Developing independent skills for life and study
- Collaboratively in groups such as Art and Design Group, School Council and Bullying Intervention Focus Group
- Using own initiative
- With support when necessary
- Achieving recognisable awards, certificates and qualifications

Learning takes place in an environment which:

- Challenges expectations
- Develops each individual
- Is peaceful and calm
- Is happy and caring
- Works within organised learning frameworks
- Is appropriately resourced
- Makes learning accessible to all
- Encourages and is appreciative of all levels of achievement
- Encourages positive attitudes in the school community
- Does not discriminate but celebrates diversity
- Provides equal opportunities
- Provides a positive work ethic

The school provides a safe and nurturing learning environment for its students and ensures that they are safe. classrooms that are light and airy and are generally well resourced [Ofsted]

Working in Partnership to ensure access to a broad and balanced curriculum

These include:

- NACRO for mechanics and construction curriculum as well as work experience
- Kent Beauty School for Beauty Therapy Studies
- Squirrels Horse Riding School
- Huguenots Museum for Art and History Projects
- Anne Frank Trust – Ambassador Programme and supporting History, Citizenship
- British Legion – Rochester and Stroud supporting History, Curriculum for Life
- AcSEED – Supporting Emotional Wellbeing
- ASDAN – Supporting Projects within the School and College, including the new Trinity Ambassador programme.
- Therapy Garden - Supporting Land-based and Emotional Intelligence
- John Nike Leisuresport – Chatham Ski & Snowboard Centre Alpine Park supporting work experience
- Bridgewood Manor Hotel supporting work experience and shadowing
- Kent Film Office supporting Media Studies
- Topps2Toe Hair and Beauty – Supporting work experience and shadowing
- QHOTELS – Supporting work experience
- Rochester Cathedral – Supporting the Curriculum for Life, PSE, Art and Design, History and Religious Education.
- Medway Park Leisure Centre – Supporting Physical Education and Expressive Arts
- Little Fish Theatre – theatre which supports the development of skills for life
- The UK German Connection – an organisation which promotes German and English links in a spirit of reconciliation, acceptance and tolerance.
- Designed by Esther – supporting Art, Design and Presentation.
- Karen Scott at Future Coders, a university lecturer working with ICT teachers to improve subject knowledge of Coding and also working with learners.
- Dynamics, a company outsourced via the Medway Music Hub to support our Music provision.
- SB Hair & Beauty Academy – supporting the development of the Level 2 hairdressing course for Mirror Image, Trinity.

Health and Safety

- Trinity Welfare, Health and Safety policy.
- Each student has an individual risk assessment.
- Risk assessments are also completed by the appropriate staff for rooms and activities onsite and LOtC and are held centrally at School Reception.

Independent Study and Homework

Trinity School identifies that homework is one of the principal ways in which student achievement can be raised and therefore promotes homework for those students in Year 9 and above.

The aim is to:-

- enable students to understand that independent learning is vital to achieving success;
- give every student the opportunity to fulfil their potential;
- instil in all students the importance of life-long learning;
- provide training for students in planning & organising time;
- promote a responsibility for learning within each student.

For homework to be effective it has to be stimulating and challenging; supported by the quality of the teaching and learning occurring in the classroom. Parents are encouraged to give us feedback on the impact of homework on the wellbeing of our learners.

[Homework Policy]

Community Projects and LOtC Policy

Trinity School and College arranges community projects and out of school educational learning opportunities as part of a practical, creative and multi-sensory approach to its school curriculum.

[LOtC Policy]

The Curriculum for Life

We want everyone in Trinity to appreciate and celebrate how unique and special every person is. As a learning and caring community, we are dedicated to establishing high aspirations, a love of learning which will enable all of our children to be confident, caring and to develop independent life skills.

Inspiring and engaging children in learning about the world, we are constantly reviewing our Curriculum for Life which includes a combination of taught lessons which are recognised through the accreditation supported by

- NCFE Personal and Social Development,

- ASDAN Certificate of Personal Effectiveness,
- ASDAN Wider Key Skills,
- ASDAN Bronze and Silver Award;
- OCR Psychology
- Drop down days where students learn about specific topics such as British Values, Radicalisation and Extremism.

Trinity Student Voice, College and Gateway Parliamentary Voice sessions provide further opportunities for learners to explore their own knowledge and understanding of the world.

Annually there are a minimum of three activity days which focus on areas of study within the Curriculum for Life :

- Personal, Social and Health
- Spiritual and Moral
- Cultural diversity
- Prejudice and Discrimination
- Safeguarding

We nurture and guide our children in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in.

The Curriculum for Life together with the rest of our curriculum is designed to be engaging and be a purposeful learning experience that is relevant to our children.

[Equal Opportunities and Diversity Policy]

Drugs and Alcohol Education

Trinity delivers effective drugs and alcohol education through the Curriculum for Life and PSD programme. The work completed by students is recognised through awards and certificates within Personal Social Development, Certificate of Personal Effectiveness, Wider Key Skills and Science Curriculum.

The content of this curriculum is highlighted in the qualification specifications, Trinity School Schemes of Work and in the Personalised Learning Plans of students.

[Drugs and Substance Misuse Education Policy]

Relationship and Sex Education

Sex and Relationship Education is delivered as set out in the National Curriculum. We recognise that we are only one component of our student's education and that family, community and social groups all have a contribution to make on Relationship and Sex Education.

[Relationship and Sex Education Policy]

Online Safety

The Online Safety is part of the ICT and Curriculum for Life Frameworks (CoPE/WKS).

[Online Safety Policy]

Employability, Careers Guidance Course and Work Experience

The Careers & Experiencing Work Short Course is delivered in Year 10 and above. This programme is run by a fully qualified CIAG trained professional.

'to secure independent and impartial careers guidance for young people' (Education Act 2011)

by securing access to independent careers guidance for students aged 13-16 and providing information on options for Post-16 education, training and Apprenticeships. Students research, present and discuss within the modules of study and present their knowledge and understanding in a portfolio.

The school uses a range of visitors, profession advisers and speakers to enrich the course and links the ICT based programmes to access information on Careers Guidance and future training, education or employment opportunities.

The Careers & Experiencing Work Short Course comprises seven modules:

- Self-Development
- Career Exploration
- Career Management
- Considering Higher Education
- Considering Apprenticeships
- Preparing for the Workplace
- Being at Work

[Employability, Careers Guidance and Work Experience Policy]

Assessment and Reporting

The progress of students at Trinity is monitored throughout the year. Functional Skills and WRAT4 assessment provides evidence of progress and achievement.

Reports for Year 11 students and those learners who are preparing for their next steps in education are written in December to support transition to further education opportunities,

All educational reports are issued in July and are reviewed with parents at the Annual Reviews set in October of each year.

Equal opportunities

All students will have equal access to the curriculum and organised activities. The school will take into account: disability, gender, SEN, ethnic group, race, sexual orientation and culture.

[Equal Opportunities and Diversity Policy].

Examination and Awarding Bodies

The curriculum is supported by the following examination and awarding bodies

- OCR
- NCFE
- ASDAN
- Gateway Qualifications
- Arts Award Trinity College, London
- Sports Leaders Programmes
- VCTC

Thomas Furnell, Head of College

Date: November 2019

Review Date: September 2020



Elizabeth Baines, Executive Principal/Governor

Ratified 18th November 2019

Examples/Case Studies

Girl aged 15

Extreme anxiety, academically able but low attendance. Parents reported that the learner did not have breakfast and medication was affecting her eating habits. Parents reporting that they were unable to get their child to come to school on the local authority provided transport.

Set up home visits as student planner not working due to a lack of attendance. Discussed alternative provision of transport with the local authority but no provision was made available.

Strategies

- Supported transport to school set up for transition to reinstate attendance through the use of key workers.
- Phased return to full attendance.
- Focused timetable which supported the learners interest in English Literature.
- Breakfast club set up for learner and mentor to discuss the day and to ensure that breakfast was eaten.
- Daily telephone calls from tutor.
- Established pre activity event phone calls to manage any change in the school provision (e.g. trips, activities in the community etc).

Impact of Intervention

- Attendance increased to 94.7%
- Learner has coped with Transitional Programme to College
- Learner has achieved a GCSE in ICT, sitting an examination.
- Learner has achieved a range of ELC and portfolio awards through ASDAN.
- The school pre-empts difficulties for re-integration in September and therefore a timetable of communication has been set up to ensure a consistent and smooth approach to the start of the new academic year.

Boy aged 13

None engagement, previous low attendance, high levels of anxiety linked to recording his knowledge and understanding, safeguarding issue as would 'run and/or hide'.

Set up appointment with parents and discussed areas of mutual concern.

- Safe area established for the student to go to when anxious in school
- Access to own personal PC in order to support the recording of knowledge and understanding
- Access to Inspiration and ReadWrite Gold to support literacy on own PC
- Negotiated timetable with a focus on his interest in ICT
- Daily meetings with Mentor
- Code words when anxious particularly for out of school activities and events

Impact of Intervention

- Improved attendance nearly 98%
- Achievement of Mathematics Entry Level Certificates

- Not left the school site since the intervention has been implemented fully
- Good communication with parents established on both sides
- More confidence in the use of Inspiration and ReadWrite Gold, which has impacted on his achievement in English
- Use of code words established across the school ensuring safeguarding met